



Technical Assistance Partner Profile

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| Organization name and address | StudyDog Learning 739 Terrace Drive #100 Lake Oswego, OR 97034 |
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| Mission Statement | Success in life starts with being able to read. We are dedicated to helping early readers succeed. |

BACKGROUND

StudyDog Learning provides a scientifically-based, interactive reading program specially designed for emergent and early readers in Pre-K–1st Grade. Our *Adventures in Reading* series is used to supplement core curriculum and assist in reading interventions in over 3,000 schools nationwide. Lessons in each program were developed from the ground up to meet state early learning standards and the guidelines of the National Reading Panel. StudyDog is unsurpassed in online Reading instruction for the Primary grades. More than helping students with reading difficulties and tracking their progress, StudyDog Reading is Personalized for each student.

StudyDog Early Reading Intervention

StudyDog is a research-based, online reading program that covers all 5 components of reading for grades PreK thru 1 and grades 2-5 for intervention. The reading curriculum is comprehensive and complete. StudyDog provides individualized instruction through an adaptive instructional process. This is accomplished with an online adaptive reading assessment, which is included with StudyDog. The adaptive assessment provides three benefits: 1) it places a student correctly in the appropriate curriculum regardless of the enrolled grade of the student, 2) it creates an individualized reading program for each student, and 3) it measures one academic year's worth of reading skills for the purpose of establishing a credible baseline from which the student's growth will be measured and reported. Once the student starts the reading lessons, StudyDog automatically measures the student's performance, and if the student starts to struggle, StudyDog detects that and gives that student additional and different instructional sequences that other students do not receive.

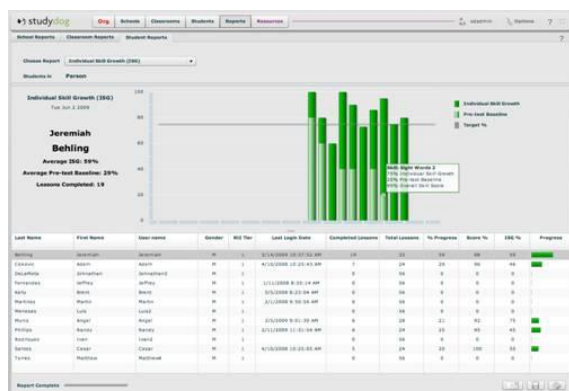
StudyDog is designed to provide students explicit reading instruction in a one-on-one computer setting. Several reading researchers (e.g., Shaywitz, 2003) have suggested that students who are struggling to learn to read need one-on-one instruction and that more than three-on-one instruction is largely ineffective. The StudyDog Reading Program monitors students' reading development, plans the lesson sequences for each student, teaches the student and adjusts as needed and reports to teachers the performance of each student. Further, the StudyDog Reading Program is highly engaging for students and avoids the disruptive behaviors that students who are struggling to read often display. Because the StudyDog Reading Program provides a complete teaching system, teachers can provide one-on-one reading instruction with StudyDog for as many students as they can manage in a classroom or computer center. Title I instructors often use StudyDog to teach reading skills to ten to fifteen students at a time as part of their supplemental reading services. Because StudyDog is a complete supplemental reading program that monitors each student's reading development, it can be flexibly used to extend the teachers time, providing one-on-one instruction with entire classes of students.

StudyDog Measurement and Reporting

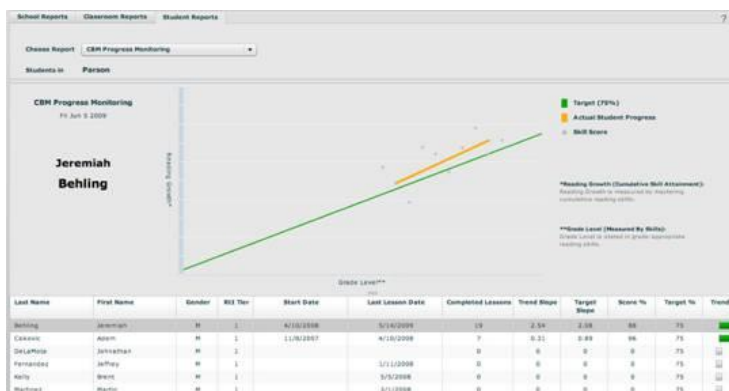
The pretest establishes a baseline for each student and for each skill. Then, since all StudyDog reading lessons have data-driven assessments built in, the Response-to-Instruction for each student and for each instructional unit is measured and reported in real-time.

The most frequently used reports are the ISG Report (Individual Skill Growth) for classrooms and schools and the Progress Monitoring Report for the district and RtI specialists. The ISG Report shows the growth in each skill. This report is immediate, accurate and automatic (no manual or physical assessment is required). The Progress Monitoring Report shows a student's reading growth over time.

ISG Report



Progress Monitoring Report (Curriculum-based Measurement)



Research and Standards

The StudyDog Reading Curriculum is carefully aligned with the strongest, research-based content available: the findings of the National Reading Panel (NRP). The lessons, instructional methods, and testing included in the StudyDog Reading Program are based on this carefully aligned curriculum, assuring the content validity of the program. The StudyDog curriculum is closely aligned with the IAS domains of Foundational Skills (K-5), Literature (K-5) and Nonfiction Text (K-5), including leveled-texts (both fiction and non-fiction) throughout the reading program.

The StudyDog curriculum is organized into the following five groupings:

- [Phonemic Awareness](#) – understanding the sounds in spoken words
- [Phonics](#) – matching sounds in written words
- [Fluency](#) – reading smoothly, without hesitation
- [Vocabulary](#) – building sight word recognition and word meaning
- [Oral and Text Comprehension](#) – understanding, organizing, and using information from text

APPROACH

Close Education works with each school to customize an implementation and professional development plan based on the school's needs assessment. We have experience collaborating with other third-party providers to support collaborative district and school improvement efforts. Of note is our collaboration with the Indiana Middle Level Association and the Schools to Watch Transformation Model, which serves as a Technical Assistance Provider. We have also collaborated with consultants from MGT Consulting on the implementation of StudyDog.

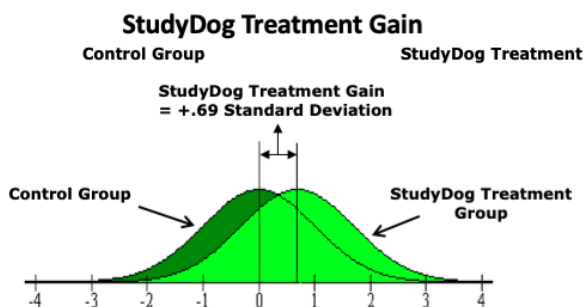
Our ideal Partner District/School is one who is fully committed at every stage and ensures accountability for implementing the customized plan. This includes attending meetings, ensuring all stakeholders engage in

training, and monitoring the use of the program by regularly reviewing and publicly sharing usage and growth data. Our ideal partner plans for sustainability by providing on-going PD and continued use of StudyDog with fidelity based on the customized plan.

TRACK RECORD OF DRAMATIC IMPROVEMENT

A well-designed and well-implemented experimental study comparing a treatment sample of students who completed the StudyDog Reading Program with a control sample of students who did not work with the StudyDog lessons was conducted in St. Louis, MO, in 2003. The treatment sample participated in the StudyDog lessons for fourteen weeks and was tested at the end of that time. The recommended frequency of instruction is three 20-minute lessons per week. All students in the study were tested at Below Basic initially. A randomly assigned control sample of students was not given access to the StudyDog lessons and was tested at the same time as the treatment sample. The control sample of students remained at the Below Basic level at the end of 14 weeks. Highly significant differences were found between the reading growth of the StudyDog treatment sample and the control sample. At the end of the test, 92 percent of the students in the treatment group were proficient in reading skills at or above grade level. This gain was attributable to the StudyDog Reading Program.

The students who completed the StudyDog reading program showed highly significant and substantial gains in reading performance. **Ninety-two percent (92%) of the students improved their reading performance from a non-proficient level to a proficient level of performance**, mastering a year of reading skill development in fourteen weeks. This experimental study, using a treatment and control group of students, shows that this gain is attributable to StudyDog lessons.



These results further showed that StudyDog, as a supplemental reading program and intervention, performed better than most of the reading programs taught by human instructors. According to the National Reading Panel Report, December 2000, thirty-two reading studies were compiled to represent the core set of research-proven reading programs. All were taught by a human instructor. By comparing the Effect Size achieved by these studies, StudyDog performed better than 81% (26) of the studies. It should be noted that the majority of the core reading programs cost thousands of dollars and were taught for a period up to 12 months and all of the programs required human instructors.